# Implementation of Education Digitalization Policy in the ERA of the Covid-19 Pandemic
# (Case Study at the Department of Education and Culture Manado City, North Sulawesi Province)

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***Abstract:*** This study aims to analyze the implementation, model and evaluation of education digitization policies in the era of the covid-19 pandemic (Case Study at the Education and Culture Office of Manado City, North Sulawesi Province). This research was conducted with a qualitative method. This research is a qualitative descriptive research with a case study approach. Primary data collection was conducted by interview. In addition, supporting data is secondary data from documents, articles or news related to the policy of digitizing education in the era of the covid-19 pandemic. The data analysis technique used is data reduction, data presentation and conclusion drawing. Based on the analysis carried out, the results obtained are that the implementation of the education digitalization policy in the era of the covid-19 pandemic has been carried out well, but to maximize its implementation, collaboration between school principals, teachers, school commissions and school supervisors, parents and students is needed. The model for implementing the education digitization policy used is a top-down model. While the evaluation of the implementation of the education digitization policy is the need for guidance and information provision from the Regional Government in this case the Manado City Education and Culture Office and the leadership role of the school principal greatly determines the success of the implementation of digitalization of education policies in every school. parents as well as students. The model for implementing the education digitization policy used is a top-down model. While the evaluation of the implementation of the education digitization policy is the need for guidance and information provision from the Regional Government in this case the Manado City Education and Culture Office and the leadership role of the school principal greatly determines the success of the implementation of digitalization of education policies in every school. parents as well as students.

***Keywords:*** digitalization, policy, education, covid-19 pandemic.

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## PRELIMINARY

Chemical changes occur rapidly, especially in 2019 there were shocks due to the corona virus which became a global pandemic originating from Wuhan, China(Amany & Desire, 2020).This condition encourages the acceleration of the digitalization of educational models in various educational strata with the development of educational discourses that continue to surface in educational processes in various universities almost all over the world.(Nurrosin, 2021). This reality prompted this writing to review the situation of Higher Education 4.0 in the era of the Covid-19 pandemic(Karim, 2020).The 2019 Coronavirus Disease (COVID-19) pandemic has hit the world and has even taken human lives into a global problem in more than 200 countries. Indonesia is also a country that feels the impact of this pandemic (Siahaan, 2020). Significantly this pandemic has caused a change educational structure from manual to digital(Hermawansyah, 2021). These changes have an impact on various education sectors.

Sule's current global pandemic is also driven by technological disruption in the world of education, causing face-to-face lessons to suddenly become online lessons and this is a very drastic change.(Savri Indiani, nd). Digitization in learning cannot be denied changing the structure of students because most of the students studying in higher education today come from low- or middle-income families. As a result of this covid pandemic, various digitalization-oriented educational policies have been implemented with the aim of breaking the chain of the spread of the covid virus in Indonesia(Siahaan, 2020).

The government through the Ministry of Research, Technology and Higher Education then implemented various policies, one of which was to appeal for learning activities to be carried out digitally by paying attention to health protocols. This is done in order to break the chain of the spread of the rising covid virus, both in the form of learning at universities and in studying at home(Sari, 2020).

Education was born as a place as well as a facility to support the fulfillment of human needs. Education is a systematic effort carried out by professionals and is oriented towards the development of the potential of students as superior and characterized human resources(Suwartini, 2017). The notion of education is also widely stated in Law No. 20 of 2003 which explains that education is a conscious and planned effort aimed at creating a conducive learning atmosphere, so that it is able to attract the interest of students to actively develop their personal potential in spiritual, emotional and social aspects. intellectual property according to the rules of religious values and cultural values(Suyitno, 2012).

Education is one of the keys to achieving progress and civilization of a country. The strategic role played by education is able to encourage various sectors of life to move towards the goals and expectations of the state through the knowledge and skills presented in the educational process. Some forms of education's contribution to world civilization are increasing awareness of ecological culture(Albar, 2017). Because understanding can be obtained one of them through the knowledge and insights generated in the educational process. Then education becomes an element of national safety in a globalized world.

This is supported by the fact that education will reduce the tendency of deviant behavior. Then finally, education contributes to reducing poverty and improving the world economy (Shimeles & Verdier-Chouchane, 2016). The main role of education can be carried out through the support of components in education. The implementation of proper education will produce convenience and vice versa, if it is carried out irregularly then what happens is difficulty so that it can

potentially cause new problems for the survival of life. Some of the harmful impacts that can be caused if education is not carried out properly include the first disruption of the public health aspect (Van Zon et al., 2017). This can happen because an education system that is not serious will lead to a wrong understanding of the pandemic situation and condition that is being faced by a person, so he will tend to take the wrong treatment options. Second, education does not have any impact on changing conditions, one of which is poverty (Datzberger, 2018). Such conditions can be caused, one of which is the provision of knowledge and practice that is not planned and has a different orientation to the nature of education in an empirical juridical manner. one of them is the condition of poverty (Datzberger, 2018). Such conditions can be caused, one of which is the provision of knowledge and practice that is not planned and has a different orientation to the nature of education in an empirical juridical manner. one of them is the condition of poverty (Datzberger, 2018). Such conditions can be caused, one of which is the provision of knowledge and practice that is not planned and has a different orientation to the nature of education in an empirical juridical manner.

The Education Development Index in Indonesia is increasing from year to year, but there are obstacles in education policies that refer to the education development index indicators to policy makers in making education policies and implementing these policies. There are still low teacher qualifications and competencies, the education budget, a school environment that is not yet child-friendly and a lack of access to education for marginalized people.(Sebayang & Swamarinda, 2020).

The implementation of education in Indonesia has entered a new paradigm since the development of technology in the industrial revolution 4.0 era(Santosa, 2020). The emergence of this paradigm, one of which is based on the reality that is happening in Indonesia, is related to efforts to improve the quality of education in Indonesia (Rosser, 2018). This condition of reality is caused by several obstacles such as low public spending on education, human resource deficit, poor incentive structure, and poor management.

Nevertheless, the policies made by the government for the education sector have not touched the big problems that are currently being faced. The education sector does not appear to be the government's main concern in the midst of the Covid-19 pandemic. The lack of attention, among others, can be seen that there is no concept of Education that is well prepared in response to the pandemic, such as distance learning, equitable access to learning and an adequate budget to help educators and students (available athttps://sindomanado.com/2020/06/30/sector-education-di-sulut- need-perhatian-serius-government/, accessed December 20, 2021).

This research was conducted withusing case studies (Gay, Mills & Airasian, 2012; Sugiyono, 2013; Creswell, 2013). Creswell (2014), explained that a case study is a research strategy to carefully investigate a matter by collecting complete information using various data collection procedures. In addition, case studies are also conducted to gain in-depth understanding and analyze more intensively about something to an individual, group, or situation (Alsa, 2014). Azwar (2015) stated that this more intensive and in-depth case study research is intended to obtain a complete picture of the subject being studied with the scope of the research covering the whole of life or only certain aspects.

This research is intended to find out the concepts built by the subject around certain phenomena or events. In other words, researchers are trying to understand the implementation of education digitization policies in the era of the covid-19 pandemic.

The research location is located in Manado City, North Sulawesi Province. This research is planned to be carried out from January 2022 to March 2022.

## DISCUSSION

This research was carried out at the Education and Culture Office of Manado City, with a vision that is "The Realization of Quality Education Services to Produce Intelligent Human Resources with Characters Who Are Capable of Competitiveness." The missions are as follows: 1) Build a

quality assurance system for education services to meet the needs of the community; 2) Building a work culture of ASN Education through improving work ethic; 3) Improving the quality of education and education personnel through strengthening competence; 4) Increase the availability of educational facilities and infrastructure in accordance with national education standards; and 5) Implementing equal distribution of education personnel in the education unit through data collection.

Based on the results of the interview, it can be concluded that for smart policy designs in terms of policy digitization during the covid-19 pandemic, referring to online learning and the application of technology for learning is still not optimal, especially for areas outside the center of Manado City.

In the concept of policy design regarding the implementation of education digitalization policies in the pandemic era, taking into account the Circular Letter of the Minister of Education Number 15 of 2020 concerning Guidelines for the implementation of learning from home (BDR) in an emergency period of the spread of Corona Virus Disease (Covid 19),

The Manado City Education and Culture Office, which includes Kindergarten, Elementary and Junior High Schools, enforces Learning From Home by adjusting the conditions of the school area based on a decision from the Manado City Covid-19 Task Force.

In order to fulfill the rights of students to obtain educational services during the emergency spread of the corona virus (Surani & Hamidah, 2020), education is carried out through the distance learning program (PJJ). Learning methods developed during the distance learning process can be done using online, offline and combined learning methods (Nurina & Khamid, 2021).

Principals and teachers prepare three learning scenarios, namely face-to-face learning, online non-face-to-face learning, and offline non-face-to-face learning. The school has allocated BOS funds for the purchase of masks, sanitizers, a place to wash hands with soap and a thermogun. This is in line with the instructions from the Minister of Education and Culture regarding the use of BOS and BOP PAUD and Equality Education in the Press Release Number 137/sipres/A6/VI/2020 dated June 15, 2020, which explains as follows: "In addition, BOS funds and BOP PAUD and Equality can be used to purchase liquids or hand sanitizers, disinfectants, masks or other hygiene and health supports, including a thermogun."

The school also fills out a face-to-face learning readiness checklist through the Basic Education Data (DAPODIK) page according to the learning readiness instrument during the COVID-19 pandemic by providing clean toilets or bathrooms, a place to wash hands with soap with running water or hand sanitizer. sanitizers), disinfectants, distribution of masks, also providing spare masks and thermoguns (body temperature gauges) in schools. The socialization of government policies and standard operating procedures (SOP) received by Korwildik from the Education and Culture Office of Manado City was forwarded to the principal by Korwildik. The socialization received by the school principal from Korwildik and the mass media, as well as the principal was disseminated through meetings with educators and education staff, parents and committees at the school.

Based on the results of the research, the Manado City Education and Culture Office has implemented a policy of digitizing education during the COVID-19 pandemic well.

### a. Inclusive stakeholder engagement

Education policy is implemented by the community, making it central in the implementation process, both because of its own characteristics and thanks to its interaction with other determinants. It is widely recognized that stakeholders represent several institutions that contribute to shaping the process and outcomes of policy implementation (Viennet and Pont, 2017).

Together interests and capacities form the capital that determines the way actors react to a policy. The chances of a policy being implemented effectively increase significantly when service providers, teachers, principals, and parents agree with reforms instead of protesting against them (Port, 2017: 57).

Adjustment to online learning does not only apply to educators and students, but also parents as supporters of the success of the distance learning process, most of which is done at home. The success of learning is supported by the cooperation of various related parties in the world of education. Distance learning is the only possible option in the midst of the current pandemic situation. The use of technology as a learning medium during the COVID-19 pandemic is a solution to support distance learning activities (Riyandi et al., 2020). The technology used is a new trend for the entry of digitalization in the world of education. Various facilities that can be used in online learning include Google Classroom, Google Meet, Zoom, Microsoft Teams, various social media such as YouTube and WhatsApp. Various conveniences in the use of technology have become an entry point for digitalization in the world of education.

### b. Conducive institutional, policy and community context

Contextual determinants refer to the elements that make up the environment in which the implementation of education policy unfolds: institutional arrangements, existing policies and events that originate from outside, but are connected to the implementing system.

According to the Circular of the Minister of Education and Culture No. 4 of 2020, the learning process is carried out from home through online or distance learning. Learning online or in a network (online) is a new trend which of course has its own challenges from various educational actors(Anwar, 2019).

Researchers describe it into several discussions of Standard Operating Procedures (SOPs) issued by the Manado City Education and Culture Office, task forces for handling COVID-19 in schools, emergency curricula in special conditions, technical guidance and training for educators and education personnel related to elementary school learning in the future. COVID-19 pandemic, Face-to-face Learning Scenarios, Online Learning Scenarios, Offline Learning Scenarios, School Coordination with Supervisors, Task Forces, Health Centers and Committees for Government Policy Implementation.

*First*, regarding the Standard Operating Procedures (SOP) issued by the Manado City Education and Culture Office, researchers found that schools had utilized the Standard Operating Procedures (SOP) issued by the Manado City Education and Culture Office as a guide or reference for implementing learning in schools. By utilizing SOPs, schools have carried out online, offline learning and have started face-to-face learning with variations, once face-to-face, occasionally online and offline learning according to regional zone conditions delivered by the Manado City COVID-19 Task Force team. Each student has received a letter of permission from parents before carrying out face-to-face learning while still carrying out health protocols. The principal always recommends that all school residents wear masks,

*Second*, regarding the task force for handling COVID-19 in schools, in this case the school has formed a task force for handling COVID-19 in schools. Principals as advisors, protectors or coaches, PJOK teachers as chairpersons or coordinators along with security guards and other subject teachers are prepared in order to support and break the COVID-19 chain. If someone is exposed or finds a child who is not healthy, it is quickly handled and coordinated with parents, the health center and the nearest task force.

*Third*, regarding the emergency curriculum in special conditions which schools implement the emergency curriculum in special conditions. This emergency curriculum (in special conditions) is in line with Kepmendikbud Number 719/P/2020 concerning Guidelines for Curriculum Implementation in Education Units in Special Conditions.

*Fourth*, regarding technical guidance and training for educators and education personnel related to elementary and junior high school learning during the COVID-19 Pandemic, Technical guidance delivered by the Education and Culture Office has generally been conveyed by school principals to educators and education staff to deal with learning during the COVID-19 pandemic. -19. The technical guidance obtained by the principal from social media is also passed on to the teacher so that the teacher also follows developments. There has not been any training for educators and education staff. Technical guidance alone is certainly not enough in order to prepare teachers in the learning process, especially during this pandemic, of course, training is needed for educators so that emerging and unexpected obstacles can be overcome,

*Fifth*, Face-to-face Learning Scenario where the readiness of teachers, education staff and students to implement health protocols in face-to-face learning, teachers in face-to-face learning are required to wear masks until they go home. Likewise, for children who do not have masks, we will prepare masks at school if they forget to bring masks. Before entering the class before learning, always wash your hands first, take the temperature and then when the children take a break to eat we recommend washing their hands first and when interacting with friends are usually directed to keep a distance. After we monitored it, the school was very ready because in addition to socializing the school, it also completed the infrastructure according to the health protocol. Students' readiness to implement the Health Protocol in face-to-face learning, in accordance with North Sulawesi Governor Regulation Number 37 of 2020 concerning Guidelines for a Productive and Safe New Normal Order for Corona Virus Disease 2019 (COVID-19) in North Sulawesi Province dated June 7, 2020 stated in CHAPTER II Part One General article 3 paragraph (2) it is stated that washing hands using water and soap or alcohol-based handwashing and Healthy Clean Living Behavior (PHBS) in activities, using masks outside the home, maintaining physical distancing in all places at least within 1 (one) meter; and get used to "greeting samba" by not making physical contact and/or shaking hands. Steps for preparation, implementation and assessment of face-to-face learning, with face-to-face meetings even though there are two shifts between groups. The teacher conveys the same material in the morning to other groups at different times. The teacher can see the potential of the children, although not all at once. With face-to-face learning, there is indeed a lot that can be explained to students starting from their knowledge, character, transfer of morals and friendly relations.

*Sixth*, an online learning scenario in which educators interact with students and parents in online learning using SMS, WhatsApp/Messenger. Educators use WhatsApp (WA) to interact with students and parents. Educators send videos, send photos, or send in the form of files, either in word or pdf form using WhatsApp. The educator sends it to the students later, after that the students send a photo of the feedback that the educator sent to the previous student. There is no problem using SMS or WhatsApp, it has been used well. The interaction of educators using SMS or WA or messenger in general has mastered except for teachers who are nearing retirement. When asked about the ability here, it can be said that 60% of us are able to do learning with WhatsApp.

For the interaction of educators with students and parents/guardians towards learning during the COVID-19 pandemic, WhatsApp (WA) media was widely used, WA turned out to be the most effective compared to offline. Because if you go offline when visiting students' homes, there will be misgivings from both parents and teachers. We don't know who carried the virus, because the concern is very high. Based on the results of interviews with three students from each school about the description of students' abilities in interacting with teachers, it shows that students are able to use SMS, WhatsApp, have the teacher's contact phone number, join the class learning communication group, actively communicate in their respective class groups can The researcher concludes that students are able to interact with teachers in online learning by using WhatsApp. (Komariah & Triatna, 2005) states, "An effective school is always responsive and adaptive to the development of a complex and uncertain environment. Learning services are the main business of schools that become a benchmark, whether or not there is a change in students' abilities as a representation of the efforts made by teachers and school management.

The steps for the preparation, implementation and assessment of online learning are as follows, firstly preparing teaching materials, such as lesson plans, media, and we prepare learning videos. We entered each room this morning. The teacher opened the class by sending a voice note, then the child sent the voice note back. After that, we conveyed the material via WA, we explained it and we even read it again, so that the teacher while holding the cellphone, wrote too, that's the time to use WA media. Then for the assignment, we send it in the form of a photo, and the photo is observed by the child with parental guidance and then the child sends it back to us, if that is the assessment.

The attitude of students and parents/guardians towards online learning is that parents at home do not have the knowledge and experience of teaching children at home. If you can't get the child immediately angry. Children feel depressed and tormented mentally. Many parents are uncomfortable, because not all parents have an Android cellphone or all kinds of limitations in the internet field. Many students complain about this online learning, many students do not understand and are tired of studying at home. Online learning may only be fifty percent of children who can follow it effectively.

*Seventh*, offline learning scenario in which the readiness of educators, education staff and students to implement health protocols in offline learning if there are one or two children who do not have cellphones, they cannot go online. Therefore, it is recommended to conduct offline learning with visits to the parents' homes while still adhering to health protocols. Children are also always reminded to comply with health protocols by wearing masks, washing hands with soap or using hand sanitizer and keeping a distance. The condition of student readiness during the COVID-19 pandemic in carrying out offline learning is more appropriate because students generally already have television/radio, theme books, assignment sheets. Students get information about the learning schedule, some students are also accompanied by their parents/guardians to study at home.

The preparatory steps, implementation and assessment of offline learning are prepared by modules first, then the teacher comes to students' homes in turn to provide material and immediately give assignments. For the assessment, the task is given to the child, sometimes they are promised 3 days or a week for completion. Sometimes it is billed first and then delivered due to risk considerations and all kinds.

The attitude of educators, education staff, parents and committees in offline learning which is seen from the attitude of teachers as usual, enthusiasm is still high. Parents of students are overwhelmed because it is difficult for children to manage at home. With offline learning the teacher visits the students' homes sometimes there is anxiety because the anxiety is very high. We don't know who carried the virus. The attitude of educators, education staff and committees has understood and followed this policy well so that each other coordinates and supports government policies.

*Eighth*, Implementation of supervision, monitoring and evaluation is always done periodically. Supervisors always monitor activities during this pandemic and at the same time carry out supervision or assessment, including the assessment of the principal. The principal always reviews the local how things are progressing, what are the obstacles and what solutions can be done.

Supervision, monitoring and evaluation by supervisors or school principals on the implementation of elementary school learning during the COVID-19 pandemic will continue to be carried out by checking the teacher's teaching preparation by observing the RPP that has been made by each teacher. Then it is monitored in learning whether the children in the class comply with the instructions given to keep their distance, wear masks and wash their hands with soap or use hand sanitizer.

*Ninth*, related to coordination of Schools with Supervisors, Task Forces, Health Centers and the Committee for Government Policy Implementation. The principal coordinates with the

supervisor, the supervisor immediately goes to the school giving directions to the teacher. How learning still reaches the child, even though it is not optimal. The principal also coordinates with the task force and the puskesmas on a regular basis. The school committee continues to be co-operated in the context of learning policies in schools. The principal always coordinates through discussions, meetings, to strengthen learning during the COVID-19 pandemic. In the implementation of coordination and learning, all school members always comply with health protocols. The principal also coordinates with the health team, when they come to school to carry out routine activities such as administering measles injections,

*Related Obstacles*. There are three things that become obstacles, namely economic factors, social factors, assignments and returns. Economic factors are the obstacles faced when they come to the parents' homes because of economic factors, parents may not be at home. Sometimes a problem arises if the teacher comes to the house if it is not served, it feels like something is missing, if it is served, there is nothing to eat, so many things might happen. Social factors are the obstacles faced, namely being aware of social factors, do not let us go to the house while the student's parents are said to be widows. Male teachers who come to the house can often create an image in the community. Why does the teacher often go to So-so's house? Assignments and returns when assignments are given to students, whether they are made or not, often the answers from students are often constrained. Some of the children have their parents deliver their assignments to school late. For returns, we give the task to the child, sometimes they are promised 3 days, it can be a week, sometimes they are billed first and then delivered.

*Related Solutions*. Overcome learning barriers from implementable solutions related to parental readiness regarding ownership of HP, network and data plans. To overcome this, the school provides an understanding to parents that the need for an Android cellphone is very important to be addressed. If it's an Android cellphone or data package that doesn't exist, then you are given assignments manually or offline learning by visiting the parents' homes, but don't forget to comply with the health protocol in accordance with the division of tasks once every 3 days the child delivers his work to school. When children deliver their assignments to school, they are immediately given new materials and assignments.

Overcoming solutions related to the obstacles faced by teachers are somewhat IT stuttering, namely the need for guidance and assistance from colleagues. If there are obstacles for teachers to deliver material using WA, other teachers help as a form of teacher collaboration in completing learning through WA. In terms of monitoring online learning, the solution is for schools to coordinate with supervisors and committees through discussions, meetings to strengthen learning during the COVID-19 pandemic. By monitoring the overall implementation of learning including the presence of students studying at home and teachers also teaching from home or teachers teaching from school in collaboration with classroom teachers, contacting parents and asking about the presence of their children in learning,

Overcoming obstacles related to the tasks and potential of children, namely by having face-to-face meetings, even though there are two shifts between groups, interaction between teachers and students can occur. With the face-to-face system of two shifts between groups, teachers deliver the same material for different shifts. The teacher conveys the same material in the morning to other groups at different times. The teacher can see the potential of the child, although not all at once. Even though half of the students take turns, the teacher hopes that this will run smoothly.

Overcoming obstacles related to low-grade learning, namely with obstacles, our teachers can innovate or make changes to how these children can understand. The solutions implemented are making learning videos and sending learning videos to homes. Sharing experiences in the Teacher Working Group, sharing tips on how to make learning during this pandemic still be carried out as effectively as possible. Regarding the obstacles in offline learning to overcome them, there are several solutions. Overcoming obstacles caused by economic factors, the solution to overcome them is that schools coordinate with supervisors, task forces, health centers and committees through discussions, meetings, to strengthen learning during the COVID-19

pandemic. Overcoming obstacles caused by social factors, the solution to overcome them is coordinating with supervisors, task forces, and committees through discussions, meetings, to strengthen learning during the COVID-19 pandemic. Including how to coordinate with the village or nagari government. Overcoming obstacles related to assignments and returning solutions to overcome them, namely by giving children learning themes and being guided by the teacher in the context of children's learning at home and the tasks given by the teacher. How can the teacher's tips be handed over to the teacher, it is important that the child can carry out the task well, can pick up the assignment to school. How do children maintain health and always remind parents to guide each other in learning at home. to strengthen learning during the COVID-19 pandemic. Including how to coordinate with the village or nagari government. Overcoming obstacles related to assignments and returning solutions to overcome them, namely by giving children learning themes and being guided by the teacher in the context of children's learning at home and the tasks given by the teacher. How can the teacher's tips be handed over to the teacher, it is important that the child can carry out the task well, can pick up the assignment to school. How do children maintain health and always remind parents to guide each other in learning at home. to strengthen learning during the COVID-19 pandemic. Including how to coordinate with the village or nagari government. Overcoming obstacles related to assignments and returning solutions to overcome them, namely by giving children learning themes and being guided by the teacher in the context of children's learning at home and the tasks given by the teacher. How can the teacher's tips be handed over to the teacher, it is important that the child can carry out the task well, can pick up the assignment to school. How do children maintain health and always remind parents to guide each other in learning at home. Overcoming obstacles related to assignments and returning solutions to overcome them, namely by giving children learning themes and being guided by the teacher in the context of children's learning at home and the tasks given by the teacher. How can the teacher's tips be handed over to the teacher, it is important that the child can carry out the task well, can pick up the assignment to school. How do children maintain health and always remind parents to guide each other in learning at home. Overcoming obstacles related to assignments and returning solutions to overcome them, namely by giving children learning themes and being guided by the teacher in the context of children's learning at home and the tasks given by the teacher. How can the teacher's tips be handed over to the teacher, it is important that the child can carry out the task well, can pick up the assignment to school. How do children maintain health and always remind parents to guide each other in learning at home.

Regarding the obstacles in face-to-face learning, the children's attendance at school is the solution to overcome them, namely the homeroom teacher contacting the parents and asking about the presence of their children in learning, why their children are not attending school, and if their children are not present, the parents are informed that learning is still being carried out. . If the child does not enter, the child will lose, in the end there is a child who is picked up by parents to school.

### c. Coherent implementation strategy to reach schools

The implementation strategy can be assimilated to the theory of policy change, ie the operational plan explains how to make the policy take effect, while the policy design mostly covers the theoretical basis (the theory of policy change). Some authors combine implementation strategies with policies themselves, because they are considered part of the law, i.e. documents or decisions that frame goals or objectives, tools, rules and targets, and structural relationships between agents for certain purposes, policy tools (Ingram and Schneider, 1990:37; Honing, 2006:27; Sabatier and Mazmanian, 1980:39).

The policy can provide a vision that must be realized by the implementation strategy, but the latter is more action-oriented, and must be flexible enough to cope with the unexpected (Fullen, 2015:21). Distinguishing between the two is useful, as it highlights strategic determinants of the implementation process that could be overlooked otherwise. Five elements of the implementation plan were identified across the selected frameworks: allocation of tasks and

accountability, objectives and tools, resources, time, and communication strategies and engagement with education stakeholders. Minister of Education and Culture, Nadiem Anwar Makariem since serving as Minister, has begun to design various breakthroughs for the advancement of Indonesian education. He initiated an education system called Merdeka Learning.

Coherent implementation strategy to reach schools: This strategy outlines the concrete steps that bring together all the determinants in a coherent manner to make operational policies at the school level. The process is piloted by a group of actors who are close to or mandated by policy makers to achieve a particular goal, but can be influenced by actors at different points in the education system, such as schools, parents, local or regional education authorities. It should also be noted that the implementation of education policy always needs to be contextualised: the nature of the process varies as it is embedded in the structure of a particular education system at a particular time, with a particular actor, and around a particular education policy.

The design of this Education system consists of various strategies that include the role of all Education stakeholders to become agents of change. Starting from educational institutions, teachers, students, families, the business world and the industrial world (DUDI), as well as people who are members of driving organizations, educational technology companies, and others. The hope is for the creation of quality education for all Indonesian people, especially the city of Manado. The strategies formulated to support the Merdeka Learning initiative consist of 10 (ten) new education policies, which are the result of an update from the previous system. Policies that are in accordance with the implementation of the education digitization policy are included in the third policy, namely building a technology-based national education platform.

In the implementation of the education digitization policy in the era of the covid-19 pandemic at the Manado City Education and Culture Office, an implementation strategy that can be implemented to reach schools is the use of learning resources provided by the Ministry of Education and Culture. One of them is the @learning.id account platform to support learning activities. The learning account is an electronic account with the learning domain.id published by the Ministry of Education and Technology and can be used by students, educators, and education staff as an account to access electronic-based learning applications. "The digitalization of this school is expected to support the acceleration of achieving the Pancasila Student Profile through comprehensive learning with easy access and acceleration or acceleration." explained the Director of Elementary School, Dra. Sri Wahyuningsih, M. Pd on the webinar "Knowing Learn.id Accounts for Elementary School Learning." So that the implementation can be comprehensive. Training on learning.id accounts affiliated with the Ministry of Education and Culture. The Department of Education and Culture is collaborating with Google for Education regarding the activation of the studi.id account through the School Principal Working Meeting (MKKS) and the Principal Working Group (K3S) for the elementary level. So from MKKS to invite in the context of activating a learning.id account because not many school principals and teachers know about the account. jw.org en through the Principal's Working Meeting (MKKS) and the Principal's Working Group (K3S) for the elementary level. So from MKKS to invite in the context of activating a learning.id account because not many school principals and teachers know about the account. jw.org en through the Principal's Working Meeting (MKKS) and the Principal's Working Group (K3S) for the elementary level. So from MKKS to invite in the context of activating a learning.id account because not many school principals and teachers know about the account.

The inputs required for the implementation of education policies consist mainly of the funding, technology and knowledge available to actors, as well as their capacity to use them. The amount, quality, and distribution of these resources allocated for implementation will determine whether and how a policy is implemented (Wurzburg, 2010:49; OECD, 2010:16). In implementing the education digitization policy in the pandemic era, it is necessary to identify teachers and school principals regarding the activation of the @learning.id learning account so that in the future it can be implemented as a whole in Manado City.

As shown, a coherent implementation strategy at the center is surrounded by determinants that influence and shape the process. It is the main tool to drive the implementation process, but a well-designed strategy is not enough to guarantee effective implementation. When presenting a framework directed to policy makers, it is important to remember that education policy implementation is multi-directional.

### 1. Implementation Model of Education Digitization Policy in the Era of the Covid 19 Pandemic at the Manado City Education and Culture Office, North Sulawesi Province

The model for implementing the education digitization policy in the era of the COVID-19 pandemic at the Manado City Education and Culture Office, North Sulawesi Province, uses a model with a top-down approach.In a top-down approach, Agustino (2008) explains that the implementation of policies is centralized and starts from the central level actors, and decisions are taken from the central level. The top-down approach starts from the perspective that political decisions (policies) that have been determined by policy makers must be carried out by administrators or bureaucrats at lower levels. So the core of the top-down approach is the extent to which the actions of the implementers (administrators and bureaucracy) are in accordance with the procedures and objectives outlined by policy makers at the central level.

Grindle (1980) suggests that the success of policy implementation can be seen from 2 (two) things, namely: (1) seen from the process, by questioning whether the implementation of the policy is in accordance with the determined (design) with reference to the policy action; and (2) whether the objectives were achieved. This dimension is measured by looking at two factors, namely: the impact or effect on society individually and in groups, the level of change that occurs in the acceptance of the target group of changes that occur. Based on the results of interviews and observations made by researchers that when viewed from the process, the implementation of the policy of digitizing education in the era of the covid 19 pandemic at the Manado City Education and Culture Office was in accordance with its policy actions, where when there was a Circular for Learning From Home or Online,

The purpose of implementing Learning From Home or Online is to suppress the spread of covid 19 in Indonesia, more specifically in the city of Manado. The community, specifically those involved in the teaching and learning process, namely the principal, teachers, students, especially parents, like it or not, like it or not, have to accept and adapt to government policies.

### 2. Evaluation of the Implementation Model of Education Digitization Policy in the Era of the Covid-19 Pandemic at the Education and Culture Office of Manado City, North Sulawesi Province

Prior to implementation, schools should prepare a distance learning scenario based on the Circular of the Minister of Education and Culture and the Manado City Covid 19 Task Force, namely the readiness of online learning tools and teachers, internet access (adjusting to the ability and leadership of the principal), preparing BOS funds for quota replacement.After implementation, supervision, monitoring and evaluation are carried out regularly. Supervisors always monitor activities during this pandemic and at the same time carry out supervision or assessment, including the assessment of the principal. The principal always reviews the local how things are progressing, what are the obstacles and what solutions can be done.

Basically, online learning is very good to apply if for children whose education level is junior high school and above because they are independent, but for children who are at the kindergarten or elementary level, which still require parental assistance, the need for school involvement in this case the teacher to be more creative and innovative in designing interesting online learning for children and of course there is no need to rely too much on parents.

It was concluded that the evaluation of the implementation model of the education digitalization policy in the era of the covid-19 pandemic before implementing the policy took into account the 2020 Minister of Education and Culture Circular and the Manado City Covid-19 Task Force for Learning Scenarios that would be applied to students, whether learning from home, hybrid

learning, or face-to-face learning. Furthermore, to evaluate the implementation model of the education digitization policy in general, it is effective for children whose education level is junior high school and above, but for kindergarten or elementary education levels it is still not very effective.

Interactive in the implementation of education policies means that the implementation of education policies is a dynamic process, so that each party involved as a determinant, implementer and user of policies according to their capacity can adjust changes in each stage of implementation, if it is seen that there are shortcomings or weaknesses that interfere with the implementation of education policies. achievement of policy objectives. In addition, each evaluation result will be used as material for further policy improvement, so that each stage of policy implementation in the field of Education is always evaluated, and all potential strengths and weaknesses in each stage of implementation can be identified and immediately corrected to achieve the expected educational policy objectives (Grindle). , 1995).

## CONCLUSION

1.  The implementation of the education digitization policy in the era of the covid 19 pandemic at the Manado City Education and Culture Office, in terms of distance learning and the use of technology as a learning medium, can be seen from: first, the smart design policy already has a logical justification and has offered a logical and feasible solution, but not yet comprehensively and still requires training for the use of technology for both teachers and students. Second, inclusive stakeholder involvement, not involving school principals and teachers in the policy formulation process because it is a policy taken by the central government to reduce the spread of COVID-19 in Indonesia, including in Manado. Third, a conducive institutional, policy and community context, in terms of resources and skills, capacity still needs to be improved. Fourth, a coherent implementation strategy to reach schools still needs further elaboration so that each school can implement distance learning and use technology as a learning medium.

2.  The model for implementing the education digitization policy in the era of the COVID-19 pandemic at the Manado City Education and Culture Office was carried out using the top-down model.

3.  Evaluation of the implementation model of the digitalization of education policies in the era of the COVID-19 pandemic, specifically those involved in the teaching and learning process, namely principals, teachers, students, especially parents, whether they like it or not, like it or not, they have to accept and adapt to government policies.

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